

## Textbook Alignment to the Utah Core – 3<sup>rd</sup> Grade Fine Arts - Dance

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list ([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes \_\_\_\_\_ No \_\_\_\_\_*

Name of Company and Individual Conducting Alignment: \_\_\_\_\_

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

- On record with the USOE.
- The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): 3<sup>rd</sup> Gr. Fine Arts - Dance Core Curriculum

Title: \_\_\_\_\_ ISBN#: \_\_\_\_\_

Publisher: \_\_\_\_\_

Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum: \_\_\_\_\_%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: \_\_\_\_\_%

**STANDARD I: (Moving): The student will identify and safely demonstrate knowledge of the body and movement skills in performing dance.**

Percentage of coverage in the *student and teacher edition* for Standard I: \_\_\_\_\_%

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: \_\_\_\_\_%

**OBJECTIVES & INDICATORS**

Coverage in *Student Edition (SE) and Teacher Edition (TE)* (pg #'s, etc.)

Coverage in *Ancillary Material* (titles, pg #'s, etc.)

*Not covered in TE, SE or ancillaries* ✓

<p><b>Objective 1.1:</b> Participate safely and regularly in warm-up activities followed by strengthening, endurance, and flexibility exercises.</p>			
<p><b>a.</b> Recognize and avoid possible room or outdoor hazards.</p> <ul style="list-style-type: none"> <li>• Strategy example: Discuss the hazards of dancing in cold rooms, slippery floors, concrete, or tile floors. Practice safety measures; e.g., wear a sweatshirt, wear tennis shoes on concrete. Stay away from obstacles.</li> </ul>			
<p><b>b.</b> Participate in dance with an awareness of appropriate safety concerns; e.g., warming up before stretching, never bouncing on a stretched muscle, drinking water, knees over toes.</p>			
<p><b>c.</b> Understand, define, and demonstrate personal space in stationary warm-up activities. Understand group space by filling the space evenly in locomotor activities.</p>			
<p><b>d.</b> Show an increase in strength, endurance, and flexibility.</p> <ul style="list-style-type: none"> <li>• Strategy example: To increase strength, lie on back, bend knees with hands behind head and elbows to side, lift head and shoulders toward ceiling while breathing out. To increase endurance, increase repetitions over time. To increase flexibility, in "tailor" sitting position, round back by putting head close to the floor and hold for 16 slow counts.</li> </ul>			
<p><b>e.</b> Show an increase in coordination, agility, alignment, and balance.</p> <ul style="list-style-type: none"> <li>• Strategy example: With feet in parallel placement, body straight, and knees over toes, bend knees on count 1, straighten legs on count 2, rise on count 3, and balance for 4, 5, and 6, lower heels and bend knees on 7, straighten legs on 8. Repeat.</li> </ul>			
<p><b>f.</b> Show an increase in balance and strength.</p> <ul style="list-style-type: none"> <li>• Strategy example: Stand on one leg, hold other leg, then stretch the leg forward.</li> </ul>			
<p><b>Objective 1.2:</b> Identify and execute axial and locomotor steps.</p>			

a.	Demonstrate axial movements of bending, twisting, reaching, and turning.			
b.	Demonstrate basic locomotor steps with unusual variations of walk, run, hop, jump, leap, skip, slide, and gallop. • Strategy example: Skip with straight legs in back, feet stretched, and arms stretched to the side.			
c.	Demonstrate increased control in the locomotor steps; e.g., start and stop, vary the tempo, lead with the left as well as the right foot.			
<b>STANDARD II: (Investigating): The student will identify and demonstrate the movement elements in performing dance.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 2.1:</b> Expand dance vocabulary with movement experiences in time.				
a.	Clap and then move in 6/8 time, accenting the first beat of every measure. Change the body part, direction, level, or energy with each new accent/measure.			
b.	Explore the timing and dynamics of nonmetric rhythms through movement. • Strategy example: Discuss words that describe the tempo, duration, and dynamics found in nature, the body, in animals, and mechanical and nonmechanical objects; e.g., ball, eggbeater.			
c.	Move in metric time to the value of whole, half, quarter, and eighth notes. • Strategy example: Stretch for whole note, move in upward direction for half note, downward for two, move one body part on each quarter note, and run for eighth notes.			

<b>d.</b>	After seeing a dance, recognize and describe the use of time. <ul style="list-style-type: none"> <li>Strategy example: Identify a movement phrase that used non-metric or metric time.</li> </ul>			
<b>Objective 2.2:</b> Expand dance vocabulary with movement experiences in space.				
<b>a.</b>	Create a series of shapes on different levels and design moving transitions between them. <ul style="list-style-type: none"> <li>Strategy example: Move in slow motion from a shape at a low level to a shape at a high level, then suddenly move to a shape on a medium level.</li> </ul>			
<b>b.</b>	Create simple locomotor combinations of moving forward, backward, sideways, and circling.			
<b>c.</b>	Create with a partner a repeatable locomotor pattern moving through space with meeting, parting, passing, and circling.			
<b>d.</b>	After seeing a dance, discuss the element of space; e.g., recognize the locomotor steps the dancers used.			
<b>Objective 2.3:</b> Expand dance vocabulary with movement experiences using the basic qualities of energy and motion.				
<b>a.</b>	Order a sequence of improvised movements that demonstrate changes in quality of motion; e.g., choose descriptive words such as perch, jab, melt, slither.			
<b>b.</b>	After seeing a dance, describe the element of energy. <ul style="list-style-type: none"> <li>Strategy example: Identify the kinds of motion qualities the dancers used; e.g., percussive, sustained, vibratory, swing, suspend, collapse, and explode. Explain how these contrasts make the dance more interesting.</li> </ul>			
<b>STANDARD III: (Creating): The student will improvise, create, perform, and respond to movement solutions in the art form of dance.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
		Coverage in <i>Student Edition(SE) and</i>	Coverage in <i>Ancillary Material</i>	<i>Not covered</i>

OBJECTIVES & INDICATORS	<i>Teacher Edition (TE)</i> (pg #'s, etc.)	(titles, pg #'s, etc.)	<i>in TE, SE or ancillaries</i> ✓
<b>Objective 3.1:</b> Explore the process of making a dance.			
<b>a.</b> Experiment with a movement sequence based on a non-metric image; e.g., sneeze or a tickle.			
<b>b.</b> Experiment with a movement sequence or phrase by combining directional changes of locomotor steps that use quarter notes and eighth notes; e.g., walk, hop, run, and jump.			
<b>c.</b> Make symmetrical or asymmetrical shapes that sustain themselves for the length of whole and half notes. Make these shapes on different levels and/or facing different directions.			
<b>Objective 3.2:</b> Create and discuss movement solutions derived from movement exploration.			
<b>a.</b> Create and practice a pattern of movement with a clear beginning and a clear ending. <ul style="list-style-type: none"> <li>• Strategy example: Discuss how movement exploration can become set into a pattern with a beginning and an ending; e.g., compose a phrase on a non-metric image based on the above exploration and add a beginning symmetrical shape and an ending asymmetrical shape.</li> </ul>			
<b>b.</b> Observe and discuss movement solutions of other classmates/ dancers.			
<b>c.</b> Evaluate success in using personal space, landing quietly on feet, following directions, remembering sequences, and using unique and/or creative movements.			
<b>d.</b> Explain how to progress from exploring to making choices to creating choreography.			
<b>e.</b> Demonstrate by moving, drawing, or writing an awareness of how dance can communicate an idea, feeling, or purpose.			
<b>STANDARD IV: (Contextualizing): The student will understand and demonstrate dance in relation to its historical and cultural origins.</b>			

Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 4.1:</b> Perform and understand dances and singing games from different time periods and cultures.				
<b>a.</b>	Learn and perform simple traditional folk dances or singing games. <ul style="list-style-type: none"> <li>Strategy example: Use people in the community as a resource to share their knowledge of folk dances suitable for the age group.</li> </ul>			
<b>b.</b>	Observe a live performance or video of ritual and/or folk dance; e.g., Hispanic, Pacific Islanders, Native American, Asian, and African American. Describe the differences in these dance forms, why they are created, and the role they play today.			
<b>c.</b>	Create an original folk dance based on ideas or events within the community; e.g., ideas from local celebrations, current issues, or traffic patterns.			
<b>d.</b>	Create an original ritual or ceremonial dance based on planting, harvesting, or the cycles of seasons.			
<b>Objective 4.2:</b> Recognize and use the language of dance in world culture.				
<b>a.</b>	Study the dance and art of another culture and discuss why these dances were created and why they are still important today.			
<b>b.</b>	Identify the various cultures represented in the community. Discuss the dances, crafts, music, and art that makes each culture unique.			
<b>Objective 4.3:</b> Make connections between dance and other disciplines.				

<b>a.</b>	<p>Create a movement project from an idea from one of the arts.</p> <ul style="list-style-type: none"> <li>• Strategy example: Explore ideas from painting such as shape, line, design, color, texture.</li> </ul>		
<b>b.</b>	<p>Create a movement project from an idea from literature or poetry.</p> <ul style="list-style-type: none"> <li>• Strategy example: Using aspects of space, time, and energy, explore movement ideas from a children's book. Explore the action words that come from the book; e.g., over, under, in and out, through, rolling, gnashing, wild rumpus.</li> </ul>		
<b>c.</b>	<p>Create a movement project from an idea from the sciences.</p> <ul style="list-style-type: none"> <li>• Strategy example: Explore movement ideas of simple machines. One body part cannot move until another part connects by pushing, pulling, or turning. Do singly, in pairs, in threes, and in fours.</li> </ul>		